Unit title	Unit 12: Physiological Disorders and their Care
Guided learning hours	60
Number of lessons	30
Duration of lessons	2 hours

Links to other units

- Unit 4: Principles of Effective Care
- Unit 5: Principles of Safe Practice in Health and Social Care
- Unit 6: Promoting Public Health
- Unit 7: Infection Prevention and Control
- Unit 11: Scientific Techniques for Health Science
- Unit 17: Nutritional Health
- Unit 19: Medical Physics Applications in the Health Sector
- Unit 21: Biomedical Science
- Unit 23: Complementary Therapies for Health and Social care

Key to learning opportunities			
IA	Internal Assessment	**RS**	Revision session
GS	Guest speaker	**V**	Visit
IS	Independent study	**C**	Classroom activities directed by teacher

Lesson	Topic	Lesson type	Suggested activities	Resources
Learning aim A: Investigate the causes and effects of physiological disorders				
1	Introduction to unit content	C/IS	**Tutor presentation:** give out the unit specification and discuss how the unit is organised into separate learning aims, learning outcomes, assessment criteria and the mode of assessment. Discuss timescales and overlap of unit contents. **Small-group activity:** divide learners into small groups to discuss and investigate a task relating to unit content. Learners should consider the allocated task and the relevance to the unit. **Tutor-led discussion:** collate suggestions and possible answers raised during the activity. Unit content quiz.	Tutor presentation and notes Specification Small dry-wipe boards for group activity and pens Large paper for presentation of ideas and markers Tutor pre-prepared task cards Quiz
2	**A1** Types of physiological disorders and effects on body systems and functions	C/IS	**Tutor introduction** to the topic and task: • What is a body system? Tutor led discussion on the different body systems including what each one does and how they interrelate with each other. Students put in small groups and given a body system to research further and present back to the rest of the class.	Tutor presentation and notes Small dry-wipe boards for group activity and pens Large paper for presentation of ideas and markers Tutor pre-prepared task cards

Lesson	Topic	Lesson type	Suggested activities	Resources
3	Effects on body systems and functions	C/IS	**Tutor-led discussion** to the topic and task: • What is a physiological disorder? Tutor to explain the different physiological disorders, the effect of each one on the given body systems and how they interrelate with each other. Students put in small groups and given a disorder to research further and present back to the rest of the class.	Tutor presentation and notes Small dry-wipe boards for group activity and pens Large paper for presentation of ideas and markers Tutor pre-prepared task cards
4/5/6	**A2** Causes of physiological disorders	C/IS	**Tutor-led discussion:** introduction of the topic and task. Tutor to lead a discussion on one of the given types of disorders, explaining the causes behind it and modelling the type of information required. **Small-group activity:** each group to be given one of the following disorders to research: • endocrine, nervous system, musculoskeletal, respiratory, circulatory, and different types of cancer. • causes to include the effect of inherited traits, lifestyle choices, diet and environment. • present these back to the group.	Tutor presentation and notes Small dry-wipe boards for group activity and pens Large paper for presentation of ideas and markers Tutor pre-prepared task cards
7	**A3** Signs and symptoms of	C/IS/V/GS	**Tutor-led discussion:** tutor to explain that signs are observable and the types of	Tutor presentation and notes

Lesson	Topic	Lesson type	Suggested activities	Resources
	physiological disorders		symptoms experienced by the individual. Students to research a disorder and compile a list of signs and symptoms for the disorder Present the findings back to the rest of the group. This could also be done by a visit to a medical ward, or via a guest speaker.	Large paper for presentation of ideas and markers Tutor pre-prepared task cards
8	**A1, A2, A3**	RS	Tutor-led recap of learning aim to ensure all contents covered and understood. Small group tasks to explain task findings. Question and answer session.	Tutor notes All handouts, activities, presentations available Task sheets
Learning aim B: Examine the investigation and diagnosis of physiological disorders				
9/10	**B1** Investigative procedures for physiological disorders	C/IS	**Tutor-led discussion:** overview of general investigative procedures and measurements that may be undertaken for different physiological disorders. How to take a medical history, why it is done and what it is used for. **Practical activity:** learners to measure their own body temperature, pulse, respiration rate and blood pressure. They should compare changes in response to mild and/or more vigorous exercise, for example climbing stairs and running on the spot. Learners to collate findings and analyse	Tutor notes Equipment to measure blood pressure Paper, graph paper, stopwatches

Lesson	Topic	Lesson type	Suggested activities	Resources
			changes in relation to body system functioning.	
11	**B2** Diagnostic procedures for physiological disorders	C/IS	**Tutor-led discussion:** procedures based on specific signs and symptoms, for example, lumbar puncture and biopsy. **Individual research**: learners to investigate diagnostic procedures for specific physiological disorders. This could include both online research and interviewing family members, friends or neighbours about their experiences. **Small-group activity:** The importance of recognising non-specific or confusing symptoms, for example, Alzheimer's disease, which shares symptoms with other dementia types, other neurological disorders such as Parkinson's disease and some presentations of mental ill-health such as depression and anxiety	Tutor notes IT access Small dry-wipe boards for group activity and pens Large paper for presentation of ideas and markers Tutor pre-prepared task cards
12	Diagnostic procedures for physiological disorders	GS	**Guest speaker:** invite a health professional to speak to learners about investigative and diagnostic procedures for different physiological conditions. Learners should prepare questions to ask relating to specific conditions linked to their assignment.	Guest speaker (e.g. nurse, radiologist, ultrasound technician) Learner prepared questions Paper and pens
Learning aim C: Examine treatment and support for service users with physiological disorders				
13/14	**C1** Provision of	C/IS	**Tutor-led discussion:** tutor to explain the	Tutor notes

Lesson	Topic	Lesson type	Suggested activities	Resources
	treatment and support		different types of treatment and support available. **Small-group activity**: learners to be given one of the following types of treatment or support to research and then feed findings back to the rest of the group: • medication, e.g. anti-inflammatory drugs. • surgery, e.g. surgical procedures for cancer. Rehabilitation programmes, e.g. physiotherapy. • complementary therapies, e.g. aromatherapy, acupuncture. • advice on lifestyle changes, e.g. dietary guidelines.	IT access Small dry-wipe boards for group activity and pens Large paper for presentation of ideas and markers Tutor pre-prepared task cards
15	**C2** Types of carers and care settings	GS	**Guest speaker:** invite a social care professional to speak to learners about types of carers and different care settings that meet the needs of individuals with physiological disorders. Learners should prepare questions to ask relating to specific conditions linked to their assignment.	Guest speaker e.g. residential care worker, or professionals involved in private care provision or rehabilitation Learner prepared questions Paper and pens
16	Types of carers and care settings	IS	**Small-group activity:** share and compile notes to ensure they have notes for the following types of carers and settings:	Tutor notes IT access

Lesson	Topic	Lesson type	Suggested activities	Resources
			Carers: • professional carers, e.g. general practice doctors, specialist doctors, nurses • informal carers, e.g. friends, family • private and voluntary carers, e.g. charitable organisations, private care agencies. Care settings: • service user's own home • government, local authority or privately provided residential homes, e.g. for care of the elderly or those with long-term conditions • doctor's office or health centre • hospital care • rehabilitation settings.	Small dry-wipe boards for group activity and pens Large paper for presentation of ideas and markers Tutor pre-prepared task cards
17	A1, A2, A3, B1, B2, C1 & C2 revision session	RS	Tutor-led recap of unit to ensure all contents covered and understood. Small group tasks to explain task findings. Question and answer session.	Tutor notes All handouts, activities, presentations available Task sheets
18/19	Assessment	IA	Learners complete internal assessment.	Access to IT resources
20/21	Assessment	IA	Learners complete internal assessment.	Access to IT resources
22/23	Assessment	IA	Learners complete internal assessment.	Access to IT resources

Lesson	Topic	Lesson type	Suggested activities	Resources
Learning aim D: Develop a treatment plan for service users with physiological disorders to meet their needs				
24	**D1** Care methods and strategies	C/IS	**Tutor-led discussion:** give an overview of care methods and strategies, to include assessing and reviewing care needs; primary, secondary and tertiary care; the planning cycle and accommodating individual needs. **Small group activity:** Learners given case studies and they need to decide if the person has primary, secondary or tertiary care needs, and what changes are needed to the care they are being given.	Tutor notes Case studies Small dry-wipe boards for group activity and pens Tutor pre-prepared task cards
25	Care methods and strategies	C/IS	**Tutor-led discussion**: Explain how to check the validity and reliability of sources of information **Small group activity:** Learners to be given websites to access that claim to treat certain conditions. They need to decide if the sources of information are valid and reliable or not.	Tutor notes Websites Small dry-wipe boards for group activity and pens Tutor pre-prepared task cards
26	**D2** Treatment planning processes	C/IS	**Tutor led discussion**: Tutor to explain the following: Cycle of planning; Individual needs, including culture, gender, age, religion, disability; Purpose and aim of care for individual; Outcomes to be achieved; Actions to be taken; Overcoming potential barriers;	Tutor notes Case studies Small dry-wipe boards for group activity and pens Tutor pre-prepared task

Lesson	Topic	Lesson type	Suggested activities	Resources
			Professional responsibilities; Advantages and disadvantages of different types of treatment, e.g. benefit to service users, cost to health and social care services; Scheduling, including times and locations where treatment will take place; Timescales for achievement. **Small group activity:** learners to investigate treatment plans for individuals with different physiological disorders. They will share findings in the group and collate different treatment plan processes.	cards
27	Treatment planning processes	IS	**Small group activity:** Case studies: learners to apply their knowledge about treatment plans to specific case studies about individuals with different needs, e.g. culture, gender, age and physiological condition. **Links to work placement:** learners to interview their selected service user and discuss individual needs and treatment planning.	Tutor notes Case studies Small dry-wipe boards for group activity and pens Tutor pre-prepared task cards
28	D1 & D2 revision session	C	Tutor-led recap of unit to ensure all contents covered and understood. Small group tasks to explain task findings. Question and answer session.	Tutor notes All handouts, activities, presentations available Task sheets

Lesson	Topic	Lesson type	Suggested activities	Resources
29	Assessment	IA	Learners complete internal assessment.	IT resources All unit handouts, notes and quiz sheets
30	Assessment	IA	Learners complete internal assessment.	IT resources. All unit handouts, notes and quiz sheets

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